**DRAFT 2 – 8/21/2013**

**Power Standards and Learning Targets for Principals/Leaders in a PLC**

1. **What a principal/leader needs to know and be able to do**

(taken from Figure 4.4 Critical Questions for Principal Consideration, *Every School, Every Team, Every Classroom*, Solution Tree, 2012)

1. ***Principals/leaders build a foundation for Professional Learning Communities within their building. (Heather furthered this)***
   1. I can articulate and foster a school culture of the district’s vision and mission: collective responsibility for high levels of student learning, regardless of circumstances
   2. I can ensure that all students receive a guaranteed and viable curriculum
   3. I can collaboratively develop and monitor building-level SMART goals with the building leadership team
   4. I can provide the resources, training, and support to meet building-level SMART goals that translate to team SMART goals
   5. I can adjust the schedule:
      1. to provide collaborative team time within the school day in collaboration with the building leadership team (minimum of 60 minutes weekly)
      2. to allow for students to receive additional time and support for interventions and enrichment within the school day, regardless of the teacher to whom they are assigned
   6. I can analyze and adjust practices and procedures to align with our learning vision and mission
   7. I can ensure major decisions are filtered through the question: *what will be the probable impact on learning?*
2. ***Principals/leaders thoughtfully establish and sustain highly effective collaborative teams. (Karen will work on)***
   1. I can explain why collaborative teams are the basic organizing structure of a PLC.
   2. I can embed collaboration in the routine practices of the school with a focus on learning.
   3. I can outline district team structure, responsibilities and development in a PLC.
   4. I can identify potential barriers to collaborative teaming at my school and develop possible solutions to the challenges.
   5. I can organize my school into collaborative teams.
   6. I can schedule time for collaboration into the school day and school calendar.
   7. I can find reasonable systems for linking singletons so that they can function as a collaborative team. (Question to be answered about team membership: Do the people on this team have a shared responsibility for responding to the critical questions in ways that enhance the learning of their students?)
   8. I can work with the leadership team to develop a written description of roles and responsibilities for team leaders.
   9. I can provide ongoing professional training for team leaders.
   10. I can facilitate regularly scheduled team leader meetings in which we model how teams should work in our school.
   11. I can review the importance of team norms with our faculty and staff.
   12. I have numerous resources to use in developing team norms.
   13. I can ensure that all teams, including the team leaders’ team, develop and adopt norms each year.
   14. I can ensure that all teams include norms to address the team response when a member does not adhere to the norms.
   15. I can provide an opportunity for teams to share their norms with each other.
   16. I can work with the leadership team, and staff at large, to clarify and clearly articulate the work of collaborative teams. I can ensure that we make the products of collaboration explicit.
   17. I can ensure that collaborative teams focus on the four critical questions of a professional learning community.
   18. I can ensure that collaborative teams pursue specific and measurable team performance goals.
   19. I can work with the leadership team, and staff at large, to develop strategies to both monitor and the ongoing work of teams.
   20. I can review the team minutes/products and give prompt feedback to each team.
   21. I can provide collaborative teams with frequent access to relevant information.
   22. I can meet with each team on a regular basis to review the participation of each team member.
   23. I can facilitate and support each team’s work through the use of periodic team assessments. The results of the team assessments will be shared with each team.
   24. I can provide ongoing professional development for members of the leadership team that they will in provide to individual teams.
   25. I can provide ongoing professional development in team process with the faculty as a whole.
3. ***Principals/leaders foster a clear and passionate focus on learning (Mark will work on)***
4. ***Principals/leaders actively monitor student learning (Heather will work on)***
   1. I can provide resources, training, and examples of the power and use of common formative assessments
   2. I can create an expectation of and provide support for development of common formative assessments
   3. I can provide resources, training, and support for the use of common formative assessments to make instructional decisions about interventions and enrichment
   4. I can support staff in using the Data Wise process to learn from each other about ways to improve instructional effectiveness
   5. I can ensure team and building-level common formative assessments are shared across the district (and beyond)
   6. I can support PLC teams in aligning common formative assessment formats with key summative assessments
   7. I can support continuous improvement by creating an expectation of continually tweaking and improving common assessments
5. ***Principals/leaders facilitate creation of a school-wide, systematic, written plan for providing students with additional time, support, or enrichment (Karen will work on)***
6. ***Principals/leaders maintain a focus on results and continuous improvement (Mark will work on)***
   1. I can facilitate staff in describing the current reality in our building

**August-September**

Clarify “What is a professional learning community.”

**August 12, 2013**

1. Build shared knowledge of PLC characteristics and its links to research on effective schooling practices.
2. Build the “WHY” of PLCs.
3. Assign all certified staff to 1 PLC team.
4. Identify a teacher leader for each team.
5. Conduct activities for clarifying what a professional learning community is.

* Team
* Collaboration
* Norms

1. Conduct activities for the purpose of clarifying how a professional learning community works.

* How to run an effective meeting.
* Agreed upon reporting form
* Agreed upon notebook structure

1. Develop administrative leadership team/guiding coalition made up of teacher leaders.
2. Build a minimum of 60 minutes of team time per week into the instructional or contract schedule.
3. Establish common vocabulary.
4. Build shared knowledge of the current reality in your school.
5. Have continuous professional development specifically focused on PLCs.
6. Familiarize staff with and frequently use [www.allthingsplc.info](http://www.allthingsplc.info)
7. Articulate a moral purpose.
8. Have a good understanding of PLCs.
9. Develop common language about PLC concepts and practices.
10. Complete the Professional Learning Communities at Work Continuum: Effective Communication with staff.
11. Complete the Where Do We Go From Here? Effective Communication Worksheet.
12. Conduct activities to embed the district mission in the school.
13. Articulate a mission of ensuring high levels of learning for all students for all faculty, staff, students and parents. (Mission)
14. Develop a clear understanding of our core purpose.
15. Ensure that the learning mission becomes embedded in the culture of the school
16. Commit to ensuring high levels of learning for all—students and adults.
17. Constantly and consistently remind people of why we are doing this work.
18. Publicly recognize and celebrate incremental learning gains.
19. Describe the school we hope to become and what it will look like, sound like, be like when we are a professional learning community and all students learn to high levels. (Vision)
20. Articulate attitudes, behaviors and commitments we must demonstrate to advance our vision. (Collective Commitments)
21. Determine first steps, short-term achievable goals, and long-term stretch goals. (SMART Goals)
22. Align resource allocation, particularly time and money with our mission.
23. Embed high levels of learning for all within the school as the core mission.
24. Create learning improvement plans for each team.
25. Monitor not only the quality of learning improvement plans but also the results.
26. Complete the Professional Learning Communities at Work Continuum: Laying the Foundation with staff.